

ALIGNMENT TO THE UTAH FITNESS FOR LIFE CORE STATE STANDARDS FOR PE

Resource Title: Fitness for Life

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Core Subject Area: 0402000030: Fitness for Life

Strand 1: Students will achieve a level of competency in motor skills and movement patterns.

Standard	Where taught (page numbers)
<p>FFL.1.1: Participate in two or more specialized lifetime activities that promote health-related fitness.</p>	<p>142-143 (What Are Moderate Physical Activities?), 143 (Table 7.1 Moderate Physical Activities for Teens), 466-467 (Learning Skills for Life), 486-487 (Staying Active After High School), 487-490 (Taking Advantage of Opportunities), 489 (Table 21.1 Finding Opportunities for Physical Activity in the Community), 492-493 (Self-Assessment: Opportunities for Physical Activity Participation Questionnaire)</p>
<p>FFL.1.2: Demonstrate competency in two or more specialized lifetime activities that promote health-related fitness.</p>	<p>142-143 (What Are Moderate Physical Activities?), 143 (Table 7.1 Moderate Physical Activities for Teens), 182-184 (Vigorous Aerobic Activity), 184-186 (Vigorous Sport), 186-189 (Vigorous Recreation Activities), 190 (Self-Assessment: Assessing Jogging Techniques), 191 (Table 9.1 Jogging Self-Assessment Guidelines and Checklist)</p>
<p>FFL.1.3: Participate in activities that promote health-related fitness.</p>	<p>142-143 (What Are Moderate Physical Activities?), 143 (Table 7.1 Moderate Physical Activities for Teens), 182-184 (Vigorous Aerobic Activity), 184-186 (Vigorous Sport), 186-189 (Vigorous Recreation Activities), 192-194 (Anaerobic Physical Activity), 194-196 (Mixed Fitness Activities), 196-199 (Preparing a Vigorous Physical Activity Program Plan), 197 (Table 9.3 Health-Related Fitness Benefits of Selected Vigorous Physical Activities)</p>

<p>FFL.1.4: Demonstrate competency in two or more specialized activities that promote health-related fitness.</p>	<p>142-143 (What Are Moderate Physical Activities?), 143 (Table 7.1 Moderate Physical Activities for Teens), 182-184 (Vigorous Aerobic Activity), 184-186 (Vigorous Sport), 186-189 (Vigorous Recreation Activities), 192-194 (Anaerobic Physical Activity), 194-196 (Mixed Fitness Activities), 196-199 (Preparing a Vigorous Physical Activity Program Plan), 197 (Table 9.3 Health-Related Fitness Benefits of Selected Vigorous Physical Activities), 200 (Taking Charge: Improving Performance Skills)</p>
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Strand 2: Students will apply knowledge to attain efficient movement and performance.

Standard	Where taught (page numbers)
<p>FFL.2.1: Apply the terminology associated with exercise in selected fitness activities.</p>	<p>465-484 Chapter 20 The Science of Active Living esp. Self-Assessment: Analyzing Basic Skills, 17-19 (What Is Physical Literacy? What Is Health Literacy?), 13-16 Self-Assessment: Physical Fitness Challenges, 18-23 (Figure 1.4 The characteristics of physical literacy), 20 (What Is Kinesiology?), 38-43 Self-Assessment: Practicing Physical Fitness Tests</p>
<p>FFL.2.2: Create a practice plan to improve performance in fitness activities.</p>	<p>362-369 (entire lesson: Preparing a Comprehensive Physical Activity Plan), 151-154 (Preparing a Moderate Physical Activity Plan), 154 (Table 7.4 Javier’s Two-Week Moderate Physical Activity Plan), 266-269 (Planning a Muscle Fitness Exercise Program), 269 (Table 11.4 Molly’s Two-Week Muscle Fitness Plan), 329 (Planning a Strategy and Developing Tactics), 473 (Self-Assessment: Analyzing Basic Skills), 473 (Table 20.1 Rating Chart: Overhand Throwing), 480 (Motor Learning)</p>
<p>FFL.2.3: Identify concepts regarding the structure and function of the human body and unsafe exercises.</p>	<p>160 What is Cardiorespiratory Endurance?, 161-166 What are the Benefits of Having Good Cardiorespiratory Endurance?, 256-257 Core Muscles, 260-262 Back and Posture Improvement and Maintenance, 262 Building the Core Muscles, 284-285 What is Flexibility?, 338-340 Body Composition Basics, 340, 341 Body Fatness, Health, and Wellness, 84-86 (Common Activity-Related Injuries), 86-88 (Preventing Injury), 87 (Figure 4.9 These tissues are commonly injured), 89-93 (Risky Exercises), 230-232 (Guidelines for Safe and Effective PRE)</p>

Strand 3: Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Standard	Where taught (page numbers)
<p>FFL.3.1: Discuss the benefits of a physically active lifestyle as it relates to college/career productivity.</p>	<p>6-8 (What Is Physical Fitness?), 8 (What Is Functional Fitness?), 368 (Science in Action: Exercise and Academics), 461 (Academic Connection: Critical Thinking Skills)</p>
<p>FFL.3.2: Analyze and apply technology and social media as tools to support a healthy, active lifestyle.</p>	<p>6 (Tech Trends and Using Technology how to access reliable sources to support a health and active lifestyle), 25 (Self-Management: Skills for Effective Communication), 37 (Tech Trends: FitnessGram), 57 (Tech Trends: Software Applications (Apps)), 92 (Evaluating online videos related to health and fitness and exercise), 146 (Tech Trends: Pedometers and Activity Trackers (Accelerometers)), 176 (Tech Trends: Smart Watches and Heart Rate Monitors), 216 (Tech Trends: Muscle Fitness Exercise Machines), 258 (Tech Trends: Exercise Machines with Memory), 291 (Tech Trends: Goniometers), 323 (Tech Trends: Motion Analysis Systems), 330 (Tech Trends/Using Technology computers helping reaction time), 343 (Don't let social media bully you regarding your body)—use social media for support), 345 (Tech Trends Smart Scales), 369 (Tech Trends: Swim Watches), 400 (Tech Trends: What's in Your Food?), 416 (Fit Fact: Smart Watches), 421 (Academic Connection, using internet to find reliable sources), 430 (Tech Trends: Sleep Tracking), 452 (Tech Trends Muscle Stimulators), 478 (Tech Trends: Movement Analysis Apps), 491 (Tech Trends: Finding Support for Active Living)</p>
<p>FFL.3.3: Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.</p>	<p>64 (Consumer Corner: Too Good to Be True), 272-274 (Facts About Supplements), 273 (Consumer Corner: Supplements and the Internet), 274-275 (Ergogenic Aids: Performance Enhancing Drugs (PEDs)), 360 (Thinking Critically), 447-449 (Detecting Quackery and Fraud), 449-450 (Guidelines for Preventing Quackery and Fraud), 449 (Consumer Corner: Reliable Consumer Groups), 450-452 (Health and Fitness Quackery), 452 (Tech Trends: Quack Machines), 455-457 (Evaluating Health and Fitness Clubs), 457 (Evaluating Exercise Equipment), 458 (Evaluating Internet Resources), 458-459 (Evaluating Exercise Videos and Magazine Articles), 460 (Taking Charge: Learning to Think Critically)</p>
<p>FFL.3.4: Apply rates of perceived exertion and pacing to assess and track activity readiness.</p>	<p>173-177 (Determining Physical Activity Intensity), 174 (Table 8.5 Determining Target Heart Rate with the Heart Rate Reserve Method), 175 (Table 8.6 Determining Target Heart Rate with the Percent of Maximal Heart Rate Method), 175 (Figure 8.10 OMNI score for ratings of perceived exertion in physical activity), 38-43 (Self-Assessment:</p>

	Practicing Physical Fitness Tests), 75-76 (Medical Readiness), 76-77 (Readiness for Hot and Humid Weather), 77-79 (Readiness for Cold, Windy, and Wet Weather), 86-88 (Preventing Injury),
FFL.3.5: List and evaluate activities that develop specific elements of physical fitness.	120 (Principle of Specificity), 120-122 (Applying the FITT Formula), 122-126 (The Physical Activity Pyramid), 170-177 (entire lesson: Building Cardiorespiratory Endurance), 225-233 (entire lesson: Building Muscle Fitness), 296-303 (entire lesson: Preparing a Flexibility Exercise Plan), 316-323 (entire lesson: Skill-Related Physical Fitness and Skills)
FFL.3.6: Identify challenges and risk factors that change with the aging process.	4 (Quote, dad had heart attack—risk faced as people age), 22 (Science in Action, Life Expectancy), 155 (self-management, as you grow older there are more time demands on you that can limit time available for activity), 91 (Science in Action: Protecting Your Skin), 106-109 (Cardiovascular Disease, Stroke, and Related Risk Factors), 110-112 (Cancer, Diabetes, and Other Hypokinetic Conditions), 431 (Consumer Corner: Vaping and E-Cigarettes); 466 (Learning Skills for Life—how aging changes your opportunities), 486 (Staying Active After High School—as you age you will need to find ways to stay active or you are prone to becoming unhealthy)
FFL.3.7: Demonstrate appropriate technique in resistance training (e.g., machines and/or free weights).	237-253 Resistance machine exercises and free weight exercise, 227 (Resistance Machines Versus Free Weights), 227 (Table 10.8 Resistance Machines Versus Free Weights), 230-232 (Guidelines for Safe and Effective PRE), 232-233 (Myths and Misconceptions), 235 (Taking Action: Resistance Machine Exercises)
FFL.3.8: Analyze daily activities such as walking, climbing, lifting, and various household chores for their ability to provide functional fitness benefits.	142-143 (What Are Moderate Physical Activities?), 143 (Table 7.1 Moderate Physical Activities for Teens), 144 (What Are Some of the Benefits of Moderate Physical Activities?), 144 (What Is the FIT Formula for Moderate Physical Activity?), 144-147 (What Are Some Ways to Self-Monitor Moderate Physical Activity?)
FFL.3.9: Design and implement a strength and conditioning program that develops balance in opposing muscle groups (e.g., agonist/antagonist) and supports a healthy, active lifestyle.	209-219 (provided detailed information on strength and conditioning of muscles with illustrations on 212 and 215 showing opposing muscle groups), 231-232 (use full range of motion and moderate-velocity movement for both concentric and eccentric contractions), 284-285 (What Is Flexibility?), 287-291 (Different Types of Flexibility Exercises), 289 (Table 12.1 FIT Formula and Fitness Target Zones for Stretching Exercise). Also, throughout book exercise charts provide detailed instructions for correct strength and conditioning techniques that develop muscle balance.

<p>FFL.3.10: Identify the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic).</p>	<p>192-194 (Anaerobic Physical Activity), 194 (Science in Action: Energy Sources for Physical Activity), 194 (Figure 9.2 Energy systems used in activities of different intensities), 182-184 (Vigorous Aerobic Activity), 184-186 (Vigorous Sport), 186-189 (Vigorous Recreation Activities)</p>
<p>FFL.3.11: Identify the structure of skeletal muscle and fiber types as they relate to muscle development.</p>	<p>212-214 (Muscles and Muscle Fitness), 214 (Figure 10.7 Some of the major muscles used in physical activity)</p>
<p>FFL.3.12: Adjust pacing to keep heart rate in the target zone using available technology to self-monitor aerobic intensity (e.g., pedometer, heart rate monitor).</p>	<p>134-135 (Self-Management: Skills for Self-Monitoring), 144-147 (What Are Some Ways to Self-Monitor Moderate Physical Activity?), 146 (Tech Trends: Pedometers and Activity Trackers (Accelerometers)), 173-177 (Determining Physical Activity Intensity), 176 (Tech Trends: Smart Watches and Heart Rate Monitors), 179 (Taking Action: Target Heart Rate Workouts)</p>
<p>FFL.3.13: Explain concepts of cardiovascular endurance, including maximum volume of oxygen uptake (i.e., VO₂ Max), respiratory rate, cardiac output, stroke volume, and heart rate.</p>	<p>160 (What Is Cardiorespiratory Endurance?), 161-166 (What Are the Benefits of Having Good Cardiorespiratory Endurance?), 166 (Science in Action: Aerobic Capacity), 172 (Determining Resting and Maximal Heart Rate)</p>
<p>FFL.3.14: Explain the principles of active vs. passive recovery and injury prevention and rehabilitation.</p>	<p>211 (Principle of Rest and Recovery), 271, Science in Action: Pre- and Post-Workout Supplements (“... low fat milk, especially chocolate, is an excellent recovery drink for active youth.”), 286 (Rehabilitation from Injury and Medical Problems), 430-432 (Adopt Good Safety Practices—how to prevent injuries), 86-88 (Preventing Injury), 192-193 Anaerobic Physical Activity,</p>
<p>FFL.3.15: Identify types of strength exercises (e.g., isometric, isotonic, isokinetic, concentric, eccentric, intervals, circuits) and stretching exercises (e.g., static, PNF, dynamic, ballistic) and overload principle and work/rest ratio for personal fitness development (e.g., strength, endurance, range of motion).</p>	<p>120 (Principle of Overload), 210-211 (Muscle Fitness Interactions), 211-212 (Muscle Fitness: Principles), 214-215 (Types of Progressive Resistance Exercise (PRE), 284-285 (What Is Flexibility?), 287-291 (Different Types of Flexibility Exercises)</p>
<p>FFL.3.16: Explain the concepts related to muscular endurance (e.g., repetitions, resistance, sport specificity, overload principle).</p>	<p>211-212 (Muscle Fitness: Principles)</p>
<p>FFL.3.17: Explain the concepts related to body composition (e.g., the difference between being overweight and obese, genetic influences, and various ways to measure body composition).</p>	<p>338-340 (Body Composition Basics), 339 (Fit Fact), 342-344 (Laboratory Measurements for Assessing Body Composition), 343 (Figure 14.2 Laboratory methods for assessing body composition), 344-347 (Nonlaboratory Measures), 345 (Tech Trends: Smart Scales)</p>
<p>FFL.3.18: Describe how health-related fitness is a lifelong process unique to each individual.</p>	<p>6-8 (Health-Related Physical Fitness), 30-32 (Personal and Environmental Determinants), 33-34 (Healthy Lifestyle Choices), 34-38 (Stairway to Lifetime Fitness, Health, and Wellness), 35 (Figure 2.2 The</p>

	Stairway to Lifetime Fitness, Health, and Wellness)
FFL.3.19: Identify genetic influences on body type, sedentary lifestyle diseases, muscle types, and rates of weight gain and loss.	31 (Personal Determinants), 32 (Science in Action: Heredity and Fitness, Health, and Wellness), 106-109 (Cardiovascular Disease, Stroke, and Related Risk Factors), 110-112 (Cancer, Diabetes, and Other Hypokinetic Conditions), 132 (Heredity), 151 (The Dangers of Sedentary Behaviors), 339 (Fit Fact)
FFL.3.20: Identify personal and family history for known health-risk factors, such as age, gender, body composition, heart rate, coronary heart disease, cancer, diabetes, cholesterol, blood pressure, and daily stress situations.	31 (Personal Determinants), 32 (Science in Action: Heredity and Fitness, Health, and Wellness), 106-109 (Cardiovascular Disease, Stroke, and Related Risk Factors), 110-112 (Cancer, Diabetes, and Other Hypokinetic Conditions), 151 (The Dangers of Sedentary Behaviors), 339 (Fit Fact)
FFL.3.21: Compare aerobic and anaerobic activities, showing examples of each.	124-125 (FIT FACTS: aerobic physical activity and anaerobic physical activity), 182-184 (Vigorous Aerobic Activity), 192-194 (Anaerobic Physical Activity), 194-196 (Mixed Fitness Activities)
FFL.3.22: Define overload, progression, specificity, and reversibility	211-212 (Muscle Fitness: Principles)
FFL.3.23: Explain the role of nutrition in overall health and fitness.	382-384 (Nutrients That Provide Energy), 385-387 (Nutrients That Do Not Provide Energy), 385 (Table 16.1 Functions and Sources of Minerals), 386 (Table 16.2 Functions and Sources of Vitamins), 387-388 (Healthy Eating Patterns), 395-396 (The FIT Formula and Nutrition), 396 (Table 16.10 FIT Formula for Healthy Eating)
FFL.3.24: Relate physiological responses to individual levels of fitness and nutritional balance.	109 (My Life Check figure), 108-112 (details on why fit person reduces risk of heart attack and stroke, cancer, diabetes, osteoporosis, back pain, and other health issues), 382-384 (Nutrients That Provide Energy), 385-387 (Nutrients That Do Not Provide Energy), 385 (Table 16.1 Functions and Sources of Minerals), 386 (Table 16.2 Functions and Sources of Vitamins), 387-388 (Healthy Eating Patterns), 395-396 (The FIT Formula and Nutrition), 396 (Table 16.10 FIT Formula for Healthy Eating), 34-38 (Stairway to Lifetime Fitness, Health, and Wellness)
FFL.3.25: Investigate the relationships among physical activity, nutrition, and body composition.	338-340 (Body Composition Basics), 340-341 (Body Fatness, Health, and Wellness), 351-352 (Energy Balance Basics), 352-354 (Calories In and Calories Out), 352 (Table 14.5 FIT Formula for Maintaining a Healthy Body Composition), 354 (Figure 14.5 All activities in the Physical Activity Pyramid result in calorie expenditure and aid in energy balance), 354-356 (Gaining and Losing Weight), 355 (Table 14.6 Energy

	Expenditure in Physical Activities), 356 (Academic Connection: Calculating Your Calorie Expenditure in Physical Activity)
FFL.3.26: Explain the consequences of eating disorders at either end of the spectrum.	113 (Body Image Disorders), 339-340 (Factors Influencing Body Fatness), 340-341 (Body Fatness, Health, and Wellness),
FFL.3.27: Create a snack plan for before, during and after exercise that addresses nutrition needs for each phase.	401-402 (Eating Before Physical Activity)
FFL.3.28: Use technology to develop and maintain a fitness portfolio (e.g., pre and post assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).	175-177 Monitoring Vigorous Physical Activity Intensity, 179 Taking Action: Target Heart Rate Workouts, 6 Tech Trends: The Internet and the World Wide Web, 37 Tech Trends: FitnessGram, 57 Tech Trends: Software Applications (Apps), 146 Tech Trends: Pedometers and Activity Trackers (Accelerometers), 216 Tech Trends: Muscle Fitness Exercise Machines, 258 Tech Trends: Exercise Machines with Memory
FFL.3.29: Use technology to design and implement a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.	57 (Tech Trends: Software Applications (Apps)), 134 (Self-Management: Skills for Self-Monitoring)
FFL.3.30: Use technology to track progress in fitness programs and to perform a nutritional analysis.	6 (Tech Trends: The Internet and the World Wide Web), 37 (Tech Trends: FitnessGram), 57 (Tech Trends: Software Applications (Apps)), 134 (Self-Management: Skills for Self-Monitoring), 146 (Tech Trends: Pedometers and Activity Trackers (Accelerometers), 216 (Tech Trends: Muscle Fitness Exercise Machines), 258 (Tech Trends: Exercise Machines with Memory)
FFL.3.31: Calculate blood pressure using digital monitors.	107 (High Blood Pressure (Hypertension)), 107 (Table 5.2 Blood Pressure Readings), 108 (Academic Connection: Statistics)
FFL.3.32: Design a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.	62-69 (entire lesson: Program Planning), 63 (Table 3.5 Jordan's Personal Needs Profile), 65 (Table 3.6 Jordan's Exercise Options for Muscle Fitness), 65 (Table 3.7 Jordan's Short-Term and Long-Term Goals), 67 (Table 3.8 Jordan's Two-Week Written Program Plan), 68 (Self-Management: Skills for Setting Goals), 69 (Taking Action: Exercise Circuits)
FFL.3.33: Review frequency, intensity, time, and type (FITT) guidelines to evaluate activities.	120-122 (Applying the FITT Formula), 122-126 (The Physical Activity Pyramid), 123 (Figure 6.2 The new Physical Activity Pyramid for Teens)
FFL.3.34: Identify stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation).	415-424 entire lesson 17.2: Managing Stress, 412 Steps 4 and 5: Learning Coping Skills and Get Help

FFL.3.35: Describe how exercise increases longevity and quality of life through stress reduction.	416 (Physical Coping), 421-424 (Taking Action: Performing Relaxation Exercises)
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Strand 4: Students will develop cooperative skills and positive behavior through communication and respect for self and others.

Standard	Where taught (page numbers)
FFL.4.1: Accept differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.	113 (Body Image Disorders), 316-318 (Skill-Related Fitness), 318 (Table 13.1 Sue's Skill-Related Fitness Profile), 324-327 (Self-Assessment: Assessing Skill-Related Physical Fitness), 340 (Body Fatness, Health, and Wellness), 342 (Science in Action: Media Misrepresentation), 346-347 (What Is My Ideal Body Weight?)
FFL.4.2: Compare the effects and/or dangers of weight loss and gain on body composition and personal health.	340-341 (Body Fatness, Health, and Wellness), 346-347 (What Is My Ideal Body Weight?), 354 (Gaining and Losing Weight), 356 (Myths About Fat Loss), 357 (Table 14.8 Myths and Facts About Fat Loss)
FFL.4.3: Identify strategies for developing a healthy self-concept and acceptance of one's body make-up.	342 (Science in Action: Media Misrepresentation), 357-358 (Taking Charge: Improving Physical Self-Perception), 358 (Self-Management: Skills for Improving Physical Self-Perception)
FFL.4.4: Identify the benefits and dangers of various dietary supplements, such as vitamins, minerals, herbs, power drinks, steroids, performance-enhancing drugs, and substance abuse.	78 (Science in Action: Sport and Energy Drinks), 270-272 (Ergogenic Aids: Supplements), 271 (Science in Action: Before (Pre-) and After (Post-) Workout Supplements), 272 (Fit Fact), 272-274 (Facts About Supplements), 273 (Consumer Corner: Supplements and the Internet), 274-275 (Ergogenic Aids: Performance Enhancing Drugs (PEDs)), 274 (Figure 11.6 Potential dangers of using androgens), 387 (Science in Action: Vitamin and Mineral Supplements), 387 (Water)
FFL.4.5: Utilize time effectively to set personal goals, practice, and complete assigned tasks.	149 (Meeting Daily Activity Guidelines), 155 (Taking Charge: Learning to Manage Time), 155-156 (Skills for Managing Time), 156-157 (Taking Action: Performing Your Moderate Physical Activity Plan)
FFL.4.6: Identify the effects of environmental conditions (e.g., wind, temperature, humidity, and altitude) on activity performance.	75-76 (Medical Readiness), 76-77 (Readiness for Hot and Humid Weather), 77 (Figure 4.2 Heat index chart), 77-79 (Readiness for Cold, Windy, and Wet Weather), 79 (Figure 4.3 Windchill chart), 79 (Pollution and Altitude), 80-81 (Consumer Corner: Dressing for Physical Activity)
FFL.4.7: Demonstrate safety precautions in training (e.g., over-training, altitude, pollution, and temperature extremes).	75-76 (Medical Readiness), 76-77 (Readiness for Hot and Humid Weather), 77 (Figure 4.2 Heat index chart), 77-79 (Readiness for Cold, Windy, and Wet Weather), 79 (Figure 4.3 Windchill chart), 79 (Pollution and Altitude), 189 (Guidelines for Safe Vigorous Activity), 230-232

	(Guidelines for Safe and Effective PRE)
FFL.4.8: Evaluate risks and safety factors that might affect fitness activity preferences throughout the life cycle.	186-189 (Vigorous Recreation Activities), 189 (Guidelines for Safe Vigorous Activity), 190 (Self-Assessment: Assessing Jogging Techniques), 191 (Table 9.1 Jogging Self-Assessment Guidelines and Checklist)
FFL.4.9: Identify appropriate risks and safety factors in the selection of fitness activities.	186-189 (Vigorous Recreation Activities), 189 (Guidelines for Safe Vigorous Activity), 190 (Self-Assessment: Assessing Jogging Techniques), 191 (Table 9.1 Jogging Self-Assessment Guidelines and Checklist)
FFL.4.10: Exhibit proper etiquette, respect for others, and teamwork while engaging in fitness activities.	99-100 (Teams and Teamwork), 100-102 (Rules, Etiquette, and Sportspersonship), 101 (Science in Action: Group Cohesiveness), 102-104 (Respect for Others)
FFL.4.11: Assume a supportive role (e.g., spotter, providing feedback, analyzing technique, and partnering).	242-246 (Exercise Chart 2: Free Weight Exercises—Spotting), 321 (Feedback), 323 (Tech Trends: Motion Analysis Systems), 334 (Taking Action: Skill Learning Experiment), 491 (Helping Others in Physical Activity), 491 (Tech Trends: Finding Support for Active Living)
FFL.4.12: Explain the effects of age, gender, race, ethnicity, physical makeup, and culture on physical activity preference and participation.	182-184 (Vigorous Aerobic Activity), 184-186 (Vigorous Sport), 186-189 (Vigorous Recreation Activities), 194-196 (Mixed Fitness Activities)
FFL.4.13: Communicate with fellow participants to solve conflict without confrontation (e.g., bullying).	102-104 (Respect for Others), 114 (Taking Charge: Conflict Resolution), 114-115 (Self-Management: Skills for Conflict Resolution), 418 (Tech Trends: Preventing Cyberbullying)
FFL.4.14: Accept others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.	101 (Science in Action: Group Cohesiveness), 102-104 (Respect for Others), 343 (Fit Fact: Body Shaming)
FFL.4.15: Walk away willingly to avoid verbal or physical confrontation in activity settings.	114 (Taking Charge: Conflict Resolution), 114-115 (Self-Management: Skills for Conflict Resolution)
FFL.4.16: Listen to all sides before taking action in solving conflict.	114 (Taking Charge: Conflict Resolution), 114-115 (Self-Management: Skills for Conflict Resolution)

FFL.4.17: Develop strategies to include others in activity participation.	100-102 (Rules, Etiquette, and Sportsmanship), 101 (Science in Action: Group Cohesiveness), 102-104 (Respect for Others)
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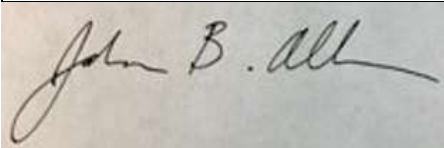
Strand 5: Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

Standard	Where taught (page numbers)
FFL.5.1: Analyze the mental, social, and psychological health benefits of a self-selected physical activity.	5-6 (What Is Health? What Is Wellness?), 5 (Figure 1.2 The total health and wellness chain), 33-34 (Healthy Lifestyle Choices), 34-38 (Stairway to Lifetime Fitness, Health, and Wellness), 99-100 (Teams and Teamwork), 501 (Taking Charge: Choosing Good Activities), 501-502 (Self-Management: Skills for Choosing Good Activities)
FFL.5.2: Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.	58 (Science in Action: Optimal Challenge), 488-490 (Daring to Try), 490 (Figure 21.1 Finding an optimal challenge helps you achieve success and intrinsic motivation)
FFL.5.3: Select and participate in physical activities or dance that meets the need for self-expression and enjoyment.	182-184 (Vigorous Aerobic Activity), 142-143 What are Moderate Physical Activities?
FFL.5.4: Identify the opportunity for social support in a self-selected physical activity or dance.	276 (Taking Charge: Finding Social Support), 373 (Figure 15.7 Self-Management Skills for Fitness, Health, and Wellness—Finding Social Support), 491 (Tech Trends: Finding Support for Active Living), 182-184 (Vigorous Aerobic Activity), 186-189 (Vigorous Recreation Activities)
FFL.5.5: Research sports and activities of other cultures.	21 (Exercise Sociology—cultural and ethnic differences), 102 (Etiquette in Physical Activity), 103 Diversity, Equity, and Inclusion), 183 (Dance)

<h2 style="margin: 0;">Utah Instructional Materials</h2> <p>(PLEASE NOTE: This public information will be posted to the Instructional Materials Website)</p> <p>Attach this form to the alignment document and submit in the "Alignment Document" section of the RIMS\MIDAS dataset, with the date of the alignment clearly noted.</p> <p>Date of Alignment: 8/4/2021</p>	<p>Utah State Instructional Materials Commission Utah State Office of Education 250 East 500 South PO BOX 144200 Salt Lake City, UT 84114-4200 Ph. (801) 538-7783 (801) 538-7588</p>
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I hereby certify that the information listed above is accurate to the best of my knowledge.

Title of Material Aligned	ISBN	Aligned to Which Core?	Alignment Conducted by:	Qualifications
Fitness for Life, Seventh Edition	978-1-7182-0874-2	04020000030: Fitness for Life	John Allen 5430 Brookhaven Place Oklahoma City, OK 73118 jbarrya@cox.net	BA in Journalism, University of Oklahoma Writer and editor of physical education texts and books on health-related issues.



Signature of Company Signee and Job Position of Author